

INITIAL TEACHER TRAINING

The induction and training of Post-Graduate Certificate of Education (PGCE) students, unqualified teachers going through the Assessment Only (AO) route into teaching and Early Career Teachers (ECT) at SWPS

Policy Statement

PGCE students, AO teachers and ECTs present an exciting opportunity to bring new ideas and a fresh outlook to our school and SWPS is committed to providing a full programme of development, support and professional dialogue which enables them to thrive in their new career.

Our school's training and induction programme is designed to ensure that each PGCE student, AO teacher and ECT receives appropriate guidance, support and training. All PGCE students, AO teachers and ECTs are, in common with all staff, subject to the general policies and procedures of the School and will also be required to demonstrate they have reached the required threshold of performance against the Department for Education's (DfE) [Teacher Standards](#). They will also be offered opportunities to develop their skills, knowledge and experience in terms of both their specialist subject(s) and the wider role of a teacher in the independent education sector.

This policy reflects a structured whole school approach to initial teacher training and induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success. The Induction Tutor and Mentors are required to attend (either in person or online) appropriately certified training and all staff are encouraged to participate, wherever possible, in this policy's implementation and development.

SWPS seeks to implement this policy through adherence to the procedures set out in the rest of this document. SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities policy.

In addition to the *Teacher Standards* (DfE), this policy and procedures have been drawn up with reference to the following key document:
[Induction for early career teachers \(England\)](#) - statutory guidance (Revised April 2018)

Key terms

George Abbot Assessment Only (AO) route into teaching: following candidates working at least two years as an unqualified teacher / coach either at SWPS or at another school colleagues at SWPS are eligible to apply to complete a 12-week intensive assessment period authorised by George Abbot. In addition to the experience, there are three bundles of evidence needed to be completed before application subject specific, data driven / impact based and on managing behaviour. In the event the colleague has only worked within the independent setting, a second 6-week placement will be organised by the Induction Tutor and George Abbot. At the end of the 12 weeks training the candidate will be fully qualified with Qualified Teacher Status (QTS) and can begin their ECT programme.

PGCE placement school: an 8 - 12-week placement where trainees will come from St Mary's University and be mentored by SWPS staff within departments who have registered interest, no salary is offered, it is however an opportunity to expand our talent pool and offer CPD for existing, experienced staff. 20 hours mandatory training for mentor's is offered by the university online and in person.

ECT: a two-year programme (elongated from the one year but not 'doubled') of training and induction for most candidates with the possibility of reducing this depending on prior experience. (3-4 years prior experience can reduce this to 3-5 terms whereas a 5-year prior experience can reduce this to a one-year induction) Successful completion of an ECT programme results in confirmation of Qualified Teacher Status (QTS).

Independent Schools' Teacher Induction Panel (IStip): the single largest UK statutory body for induction. As part of its remit from the Department for Education (DfE) this group provides, oversees, and quality assures the processes and procedures of induction within independent schools to ensure quality and meaningful induction.

Key Personnel: Roles and Responsibilities

The Governing Body

The governing body has the responsibility for ensuring compliance with the statutory guidance contain in the Department for Education document: [Induction for early career teachers \(England\) - statutory guidance](#)

The governing body has the responsibility for ensuring that the School has the necessary capacity to provide the necessary monitoring, support and assessment for PGCE students, AO teachers and ECTs. The governing body may request general reports on the progress of a PGCE student, AO teacher or ECT.

The governing body may seek guidance from IStip on the quality of the School's induction arrangements and the roles and responsibilities of staff involved in the process.

The governing body must investigate concerns raised by an individual PGCE student, AO teacher or ECT as part of the School's agreed grievance procedures.

The governing body will be kept aware of training and induction arrangements and the results of formal assessment.

The Head

The Head plays a significant and leading role in the process of the training and induction of new colleagues to the profession. While responsibility for the implementation of the PGCE, AO and ECT programme has been delegated to the Induction Tutor, the Head will also observe each AO teacher and ECT teach at least once during an academic year.

Statutory responsibilities include:

- checking that an ECT has been awarded QTS and clarifying whether the teacher needs to serve an induction period or is exempt and agreeing, in advance of the ECT starting the induction programme, which body will act as the appropriate body, in relation to the School

- notifying IStip (or other agreed appropriate body) when an ECT / PGCE is taking up a post in which they will be undertaking induction
- ensuring an appropriate induction programme is set up and implemented, including ensuring that termly assessments are carried out and reports completed and sent to IStip (or other agreed appropriate body)
- maintaining and retaining accurate records of employment that will count towards the induction period
- recommending whether an ECT has met the requirements for satisfactory completion of the induction period or requires an extension
- participating appropriately in IStip's (or other agreed appropriate body) quality assurance procedures
- retain all relevant documentation/evidence/forms on file for at least six years.
- While the Head may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor.

In addition to the statutory requirements the Head will:

- act early, alerting the appropriate awarding body in cases where a trainee or ECT may be at risk of not completing their course/induction satisfactorily.
- give written warnings and arrange for additional guidance for a PGCE student, AO teacher or ECT at risk of failing to meet the required standards.
- make the governing body aware of the arrangements that have been put in place to support PGCE students and ECTs and keep the governing body aware and up to date about training and induction arrangements and the results of formal assessments.
- Notify the appropriate body as soon as a ECT has absences totalling 30 days or more.
- Ensure the mentors have sufficient timetable allowances to carry out their duties effectively. For 2024/25 this will be 4 protected periods for PGCE / AO mentors and 3 protected periods for ECT mentors, within these periods mentor meetings and other admin for each programme should be completed.

Induction Tutor

The Induction Tutor at SWPS is the Assistant Head - Teaching and Learning.

The Induction Tutor is responsible for the overall co-ordination and management of the training and induction of PGCE students, AO teachers and ECTs into the teaching profession and into the School's systems and structures. This includes:

- ensuring PGCE students, AO teachers and ECTs are registered with the appropriate training and induction awarding bodies
- being the main point of contact between the School St Mary's and the School and IStip
- facilitating a central induction programme, providing support and guidance for PGCE students, AO teachers and ECTs, and their nominated mentors
- ensuring the rigorous but fair assessment of PGCE students and ECTs performance against the Teacher Standards and the requirements of the George Abbott, St Mary's and IStip
- observing each PGCE student, AO teacher or ECT teach at least once per term and ensuring appropriate feedback is provided or as dictated by university training programme.
- reviewing and signing off formal assessment reports written by mentors, ensuring deadlines for awarding bodies are met
- ensuring PGCE students, AO teachers and ECTs are aware of how, both within and outside the school, they can raise any concerns about their training and induction programme or their personal progress
- keeping records of activities and monitoring the quality of the provision of induction for each PGCE student, AO teacher and ECT
- taking prompt, appropriate action if a PGCE student, AO teacher or ECT appears to be having difficulties.

Mentor

A suitably qualified mentor is assigned to each PGCE student, AO teacher or ECT and, following carefully the requirements of the George Abbott, St Mary's or ISTip, has responsibility for:

- on-going daily support of their PGCE student, AO teacher or ECT
- raising concerns about the progress of their PGCE student, AO teacher or ECT promptly with the Induction Tutor so that appropriate intervention can be made
- co-ordinating a programme of formal lesson/activity observations, including the completion of any formal paperwork required
- conducting weekly meetings with their PGCE student, AO teacher or ECT and ensuring minutes are recorded
- maintaining up to date records of observations, activities and progress against the Teacher Standards
- completing the required formal assessment reports by the required deadlines and submitting them to the Induction Tutor for review and quality assurance
- attending identified training for their role as Mentor
- supporting the Induction Tutor in delivering and developing the training and induction programme for PGCE students, AO teacher and ECTs.

Process

The School's training and induction programme is designed to provide PGCE students, AO teachers and ECTs with appropriate support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of their training and induction. It builds on their knowledge, skills and achievements in relation to the Teacher Standards in line with the Early Career Framework and all lesson observation, reviewing, target setting, and assessment will be conducted in accordance with relevant PGCE, AO, DfE and ISTip guidelines.

Specifically, it seeks to provide PGCE students/ AO teacher/ ECTs with the training and induction appropriate to their individual needs such that they can achieve satisfactory progress against the Teacher Standards and develop a firm foundation for longer-term professional development.

The key aspects of the SWPS programme for PGCE students, AO teachers and ECTs are as follows:

- an induction session at the School
- the provision of an identified and suitably qualified mentor
- help and guidance from the Induction Tutor who will coordinate the training and induction programme
- regular meetings with Induction Tutor, Mentor, Heads of Department and other key staff where appropriate
- opportunities to meet with other PGCE students, AO teacher, ECTs and teachers who have recently completed their training
- opportunities to observe, and be observed by, experienced colleagues, including prompt oral/written feedback and advice as appropriate
- opportunities to reflect on their own and observed practice
- opportunities to form good relationships with all members of the school community and stakeholders
- opportunities for formal and informal professional development outside those prescribed by the PGCE, AO teacher or ECT programme
- for ECTs, a reduction of 10% of the average teacher's workload in Year 1 and 5% in Year 2. This time is to be used to undertake observations, for self-reflection and for other tasks related to the ECT year
- for PGCE students a reduction of between 20% - 50% of the average teacher's workload or as stated in PGCE course guidebook. This time is to be used to undertake observations, for self-reflection, for assignment preparation and for other tasks related to PGCE / University year.
- AO teachers will also have a reduced timetable of 10% - 20% to complete their evidence bundles, self-reflection and to observe other colleagues.

At Risk Procedures

If any PGCE student, AO teacher or ECT is identified by their Mentor or the Induction Tutor as encountering difficulties with meeting the relevant standards, or where the PGCE, AO teacher or ECT themselves identifies an issue, the following process will be followed:

- a meeting will be held between the PGCE student/ AO teacher/ ECT, Induction Tutor and Mentor which will establish the nature of the issue and the support that will be provided to enable any weaknesses to be addressed
- agreed, attainable and date specific targets for action, with specific and practical steps outlined for securing an improvement in practice, will be agreed
- minutes of the meeting will include the exact nature of the issue identified and the advice given, and support offered on how to redress the issue. This may include additional mandatory observations of experienced colleagues modelling relevant aspects of good practice
- additional meetings to monitor progress against specific targets will be held as appropriate to offer support, advice and direction for improvement
- Early warning of any risk of failure to meet the relevant standards will be given and the School's concerns communicated to the AO provider, University or IStip without delay.

Where there are continuing difficulties, or a significantly serious incident, the Head and the Director of Initial Teacher Training at George Abbot, St Mary's or IStip adviser will work with the PGCE student or AO teacher or ECT, Induction Tutor, Mentor and the School's HR department to ensure that all reasonable steps are taken to improve the situation and facilitate the successful completion of the PGCE or ECT year / AO 12 week period. However, the School reserves the right to instigate its own published capability and/or disciplinary process with PGCE students, AO teacher or ECTs which, in certain circumstances, may end in dismissal.

Addressing Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the School in the first instance. Where the School does not resolve them the ECT should raise concerns directly IStip.

If a PGCE student or AO teacher has any concerns about their training, induction, mentoring and support programme, these should be raised within the school in the first instance. Where the School does not resolve them PGCE or AO teacher should raise concerns directly with the Director of Initial Teacher Training at Roehampton or George Abbott.

Monitoring and Review

The Governing Body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This policy document will be reviewed and updated annually by the Assistant Head - Teaching and Learning or as events or legislation requires.

Next scheduled review date: September 2025		Last reviewed: August 2024	
Key updates in this version:	• Some minor changes in text to update e.g. change to PGCE offering at St Mary's University.		